2014

Wisconsin
Test Administration Manual

Spring 2014 Field Tests of
English Language Arts/Literacy and Mathematics

WISCONSIN
DEPARTMENT OF
PUBLIC
INSTRUCTION

ETS

2014 Field Test Administration Manual

Prepared by Educational Testing Service (ETS)

This publication is available from:
Smarter Balanced Assessment Consortium
http://sbac.portal.airast.org/field-test/resources/
or
http://oea.dpi.wi.gov/oea_smarter
February 2014

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INTRODUCTION

Purpose

This document is designed to help you administer the Smarter Balanced Assessment Field Test. Following the instructions in this manual ensures similar testing conditions in all classrooms. Within you will find necessary information regarding policies and procedures including screenshots and step-by-step instructions for online test administration.

Overview

About the Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium (Smarter) is a state-led consortium working to develop next generation assessments aligned to the Common Core State Standards in English Language Arts (ELA) and mathematics that accurately measure student progress toward college- and career-readiness. For more information about the Smarter Balanced Assessment Consortium, go to www.smarterbalanced.org.

About the Field Test

The Field Test is a "trial run" of the assessment that helps ensure the assessments are valid, reliable, and fair for all students. The Field Test shows Test developers which questions work well and which ones need to be improved. The data from the Field Test will provide the Consortium with important information on how these items and tasks perform in a real-world setting and will inform the construction of the scale on which the operational assessments will be scored and reported. Schools and districts do not receive individual student results from this trial run of the test; however, participation is very valuable to the overall development of the assessments and for students to gain first-hand experience with the new online assessment. The Field Test will be delivered to over two million students from the 25 member states and will include over 25,000 items and performance tasks. It will provide the Consortium an opportunity to

1. gather and analyze student response data on items,
2. establish Smarter Balanced scoring and reporting scales,
3. stress-test the test-delivery systems, and
4. offer participating students with near-operational testing experiences.

Districts and Schools benefit from field test participation in many ways.
1. It prepares them for the operational test,
2. Gives them the opportunity to learn from the trial run about their technology readiness,
3. Provides online testing experience to students, and
4. Provides online test administration experience to staff.

Components of the Field Test

The Field Test is comprised of two separate assessments, the computer-administered (non-PT) items and the classroom activity/performance task. It is recommended that students take the PT and computer-administered (non-PT) items on separate days. Smarter recommends that

students begin with the computer-administered (non-PT) items, followed by the classroom activities, and then the PT.

Important note: If a student begins the assessment with the computer-administered (non-PT) items, he/she must complete all the computer-administered (non-PT) items prior to moving onto the PT. Similarly, if a student begins the assessment with the PT, he/she must complete the entire PT prior to moving onto the computer-administered (non-PT) items.

Student Participation

All schools were notified of the grades and content areas to administer. For questions, please contact your Smarter Balanced State Lead, District Test Coordinator, or the Smarter Balanced Help Desk (1-855-833-1969).

All students in the specified grade levels will participate in the Smarter Balanced Field Test unless they receive a special exemption. In most cases, if a student participates in the state's general education accountability assessment or takes the Alternate Assessment based on Modified Achievement Standards (2% population test) and attends a school participating in the Field Test, they are eligible to participate. Students participating in the 1% testing will not participate in the Smarter Field Test.

CONTACT INFORMATION

All Smarter Balanced Field Test announcements and news will be posted on the Smarter Balanced assessment portal available at http://sbac.portal.airast.org/.

Assistance with Grade and Content Areas Being Administered

Contact:
- **District Test (Assessment) Coordinator**
- **Smarter Balanced Help Desk** 1-855-833-1969
  E-mail smarterbalancedhelpdesk@ets.org
- **Wisconsin DPI**
  Viji Somasundaram 608-267-7268
  Visalakshi.somasundaram@dpi.wi.gov, or
  Jennifer Teasdale 608-266-5193
  Jennifer.teasdale@dpi.wi.gov

General Smarter Assessment Assistance and Information

Contact:
- **Smarter Balanced Help Desk** 1-855-833-1969
  E-mail smarterbalancedhelpdesk@ets.org
- **Wisconsin DPI**
  Viji Somasundaram 608-267-7268
  Visalakshi.somasundaram@dpi.wi.gov, or
  Jennifer Teasdale 608-266-5193
  Jennifer.teasdale@dpi.wi.gov

Technology Assistance

Contact:
- Help Desk Telephone 1-855-833-1969
- E-mail smarterbalancedhelpdesk@ets.org

TIDE uploads/edits (Incorrect or missing student(s) or incorrect or missing student information.)

- Wisconsin DPI
  Phil Cranley 608-266-9798
  Phillip.cranley@dpi.wi.gov

The Help Desk is open Monday through Friday from 7:00 a.m. to 10:00 p.m. Eastern time/4:00a.m. to 7:00 p.m. Pacific time. During these hours, staff will respond promptly to calls.

Smarter Balanced Field Test Help Desk Hours 1-855-833-1969 smarterbalancedhelpdesk@ets.org	
Time Zone	Hours of Operation
Central Time	6:00 a.m. to 9:00 p.m.

Examples of Times to Contact the Help Desk

The Help Desk should be contacted for situations such as the following:

1. Testing environment is down or unavailable. (The portal will display a chart showing all anticipated "down-times" for the system. If the down-time is during a prescheduled time, it is not necessary to contact the Help Desk.) Pre-planned down-times are available in the Smarter Field Test Portal.

2. User accounts are not available or users are not able to administer tests.

3. DC Login information email was not received.

RESOURCES

This manual is designed to complement a variety of other resources listed below and available on the Smarter Balanced portal http://sbac.portal.airast.org/fieldtest/resources/. Please ensure resources are reviewed prior to test administration.

Manuals

- **Technology Specifications Manual for Online Testing (TSM) Manual -** contains the technical specifications for online testing for Technology Coordinators, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech function. http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf

- **Test Information Distribution Engine (TIDE) User Guide Manual -** contains information on how to allow authorized personnel to create user accounts and manage students' test settings for the Field Test administration. http://sbac.portal.airast.org/wp-content/uploads/2014/01/Smarter_TIDE_UserGuide_Spring2014.pdf

- **Test Administration User Guide (TA) Manual** - contains detailed information about the test delivery system. http://sbac.portal.airast.org/field-test/resources/

- **Usability, Accessibility, and Accommodations Guidelines** - describe the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments at this time. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

Practice and Training Tests

Practice Test for the Field Test
Practice Tests includes items and performance tasks for each grade level (3–8). The Practice Tests provide a preview of the Smarter Balanced assessments. Students will experience a test similar in length and structure to the Field Test. Practice Tests are accessed via the Smarter Balanced website at http://sbac.portal.airast.org/practice-test/ and do not require use of the Secure Browser.

Training Test for the Field Test
Training tests are located on the Field Test portal for test administrators and students to become familiar with the format and functionality of the online test. This resource will be available by grade band (3-5, 6-8, HS) and will have approximately nine mathematics and six ELA items per grade-band. Training Tests are accessed via the Smarter Balanced website and do not require use of the Secure Browser. http://sbac.portal.airast.org/practice-test/

- The TA Training Test Site may be used only by authorized District Test Coordinators (DCs), School Test Coordinators (SCs), and Test Administrators (TAs).

- The Student Training Test Site may be used by anyone. Students can log in as guests or use their confirmation code and State-SSID. Students who log in using their credentials may log into a guest session or into a proctored training session with a training session ID set up through the TA Training Test Site.

Trainings

All school staff who will be involved in the Smarter Balanced Assessment administration should complete the Smarter Balanced Field Test online training modules which are available at http://sbac.portal.airast.org/field-test/resources/.

The District Test Coordinator is responsible for ensuring all appropriate trainings have been completed. Training should include, but not be limited to, training on item security and professional conduct associated with the administration of standardized assessments.

Training Module	Primary Audience	Objective
Accessibility and Accommodations	State and District Personnel, Teachers	To describe the recommended uses of available universal tools, designated supports, and documented accommodations for student accessibility to Smarter Assessments.
What is a Field Test?	District Test Coordinators, Teachers, Students	This module is intended to answer student questions on what a field test is and why it is important for students to participate in the Smarter Balanced Field Test. For grades 3-8, it is encouraged that the teachers be in the room to answer questions from the students as they view the module.
Performance Tasks	District/School Test Coordinators, Teachers	To provide a description of what students should expect information about classroom activities, and instructions to successfully administer performance tasks.
Student Interface – Online Test Delivery System	District/School Test Coordinators, Teachers	To explain how to navigate the Student Interface.
Technology Requirements	District/School Technology Coordinators	To provide current information about technology requirements and quick-start instructions, including a timetable, essential tasks, and a reference checklist.
Test Administrator Interface – Online Test Delivery System	District/School Test Coordinators, Teachers	Overview of how to navigate the Test Administrator Interface.
Test Administration/ Training	District/School Test Coordinators, Test Administrators/Proctors	To prepare Coordinators and Administrators with an overview of procedures including policy matters and test security processes.

Test Information Distribution Engine (TIDE)	State, District/School Test Coordinators, Teachers	To provide detailed information on how to upload student information, manage users, and other features of the TIDE system.
Let's talk about Universal Tools	Students and Teachers	To acquaint students and teachers with the online universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced Assessment.
What is a CAT? (Computer Adaptive Test)	District, teachers – Not for Students	Explains the characteristics and advantages of CAT.

Roles and Responsibilities

State
Responsible for:
- pre-loading a student data file into the Test Information Distribution Engine (TIDE)
- adding other state-level users, District Test (Assessment) Coordinators (DC), into TIDE as administrators;
- reviewing test security incidents in the online test delivery system and otherwise submitted by Local Educational Agencies (LEAs/Districts); and
- communicating and providing support to districts regarding which schools are participating in the Field Test.

District Test (Assessment) Coordinator (DC)
Designated by the district when confirmed participation in the Field Test. The DC can also be added to TIDE by a State user.

Responsible for:
- coordinating testing in their district;
- adding new students, editing student information, adding School Test Coordinators and Test Administrators into TIDE.
- ensuring that the School Test Coordinators and Test Administrators in their districts are appropriately trained and aware of Smarter Balanced test administration and security policies and procedures and confirming with schools what grade(s) and content area(s) they are to administer.
- reporting test security incidents to the state via the online test delivery system and via other methods as appropriate.

Please see the DC Checklists for details.

School Test Coordinator (SC)
The School Test Coordinator was designated by the district when the district or school confirmed participation in the Field Test. SCs can be added to TIDE by District Test Coordinator.

A SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. We recommend that the SC be a person with non-instructional or limited instructional duties so that she or he can coordinate and monitor testing activity in the school.

SCs are accountable for ensuring that testing in their school is conducted in accordance with test security and other policies and procedures established by the Smarter Consortium.

Responsible for:
- knowing which grade(s) and content area(s) their school is to administer;
- identifying Test Administrators and ensuring they are properly trained;
- creating or approving testing schedules and procedures for the school;

- working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved;
- monitoring testing progress during the testing window and ensuring that all students participate as appropriate;
- addressing testing problems as needed; and
- reporting all test security incidents.

Please see the SC Checklists for details.

Test Administrator (TA)

Identified by School Administration, also known as proctors.

Responsible for:
- completing Smarter Balanced test administration training and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments;
- viewing student information prior to testing to ensure the right student is getting the right test with the correct supports. TAs cannot add, edit, or remove students from TIDE and should report any potential data errors to SCs and DCs as appropriate;
- administering the Smarter Balanced Assessment; and
- reporting all potential test security incidents to their SC and DC.

Note: Regardless of role, all TAs must receive Smarter Balanced test administration training and review all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments. Performance Task Classroom Activities may be administered by the teacher or instructional staff—this may or may not overlap with TA duties.

Test Timing and Schedules

All students participating in the Field Test, regardless of content area (ELA or Math), will receive non-PT items, a classroom activity, and a performance task.

Testing Window

The Field Test is being administered March 18-June 6, 2014.

Schools were asked to select an anticipated testing window, or were provided a testing window by their state. Smarter Balanced will be using this information to ensure that there is sufficient server capacity for all scheduled students to test. Contact your School Test Coordinator for dates if unsure of your school's testing window.

Schedule Time for Testing

Given the variety of conditions at each school, it is not possible to provide one ideal testing schedule that can be implemented in every setting. In planning your testing schedule, consider the facilities and daily schedules of your school as well as the ability to conduct the testing in a manner that will encourage and allow for student success. Below are the estimated times it will take most students to complete the Smarter Balanced Field Test based on the time it took students to complete the Smarter Balanced Pilot Test. When developing a testing schedule, you may use the estimated testing times to calculate the number of days and the amount of time it will take to complete a test in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log-in students. TAs should work with SCs to determine precise testing schedules.

Estimated Testing Times for Smarter Balanced Field Tests

Content Area	Grades	Non–Performance Task items hrs : mins	Performance Task hrs : mins	Total hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Total hrs : mins
English Language Arts/Literacy	3–5	1: 30	2:00	3:30	:30	**4:00**
	6–8	1:30	2:00	3:30	: 30	**4:00**
Mathematics	3–5	1:30	1:00	2:30	: 30	**3:00**
	6–8	2:00	1:00	3:00	: 30	**3:30**
Both	3–5	3:00	3:00	6:00	1:00	**7:00**
	6–8	3:30	3:00	6:30	1:00	**7:30**

The Field Test is comprised of two components (tests) for English Language Arts and Mathematics. In each content area there is a computer administered test consisting of Non-Performance Task items and a computer administered test consisting of a Performance Task (which requires a classroom activity to be administered prior to the online administration of the Performance Task). Both components must be administered in order to have a valid assessment for the student.

Recommended Order of Test Administration

Non-Performance Task Assessment
1. Administer Second: Performance Task Assessment

     a. Classroom Activity (1st)

     b. Online Performance Task Test (2nd)

Note - The Performance Task portion of the assessment should not be administered on the same day as the non-PT items.

The scheduling/rules for each of these components is included in the *Assessment Sequence* tables. Note that the duration, session, timing, and break rules vary in each content area and component.

Additional Administration Recommendations:

- For the performance tasks, students may be best served by sequential uninterrupted time that may exceed the time in a student's schedule.

IMPORTANT REMINDERS:

The number of items in the non-PT items portion of the Field Test will vary.

The tests are not timed, so all time estimates are approximate. Students should be allowed extra time if they need it.

The Field Test can be spread out over multiple days as needed.

The classroom activity must be completed prior to administration of the PT.

Field Test Duration and Possible Schedule Recommendations

Assessment Sequence—ELA

	Non–Performance Task (non-PT) Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) • Session durations range from 40–60 minutes.	Recommendations: • Administer in one session • Approximate session duration: 30 minutes • Should occur one to three days prior to PT • Should NOT occur on the same day as the ELA PT	The PT is presented in two parts. Recommendations: • Administer in two sessions corresponding to Parts 1 and 2 of the PT • Session durations range from 60–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in part one.
Total Duration	Once a student has started the non-PT items, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting.	NA	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes each part of the PT within one day.
Additional Required Resources	Headphones are required for the listening portion of the ELA assessment.	NA	Headphones are required for some performance tasks.

Assessment Sequence—Mathematics

	Non–Performance Task (non-PT) Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • Administered in two sessions • Session durations range from 40–60 minutes. Most students will complete the non-PT items in two sessions of 60 minutes or less, or one long session of more than 60 minutes.	Recommendations: • Administer in one session • Approximate session duration: 30 minutes • Should occur as close to the PT as is feasible, and no more than three days prior to the PT • MAY occur on the same day as the PT	Recommendations: • Administer in one session • Session duration ranges from 40–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the non-PT items, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting.	NA	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes the PT in one day.
Additional Required Resources	NA	NA	NA

Accommodations and Accessibility

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English language learners, to the extent practicable. All staff should be aware of the policies and procedures around Accommodations and Accessibility to ensure the validity of the test administration.

The Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* are intended for school-level personnel and decision-making teams (e.g., Education Program (IEP) teams) as they prepare for and implement the Smarter Balanced Assessment. The Guidelines provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.

These Guidelines apply to all students and emphasize an individualized approach for those students who have diverse needs and participate in large-scale content assessments. The Guidelines focus on universal tools, designated supports, and accommodations for the Smarter Balanced content assessments of English language arts/literacy and mathematics, while supporting important instructional decisions about accessibility and accommodations for students.

The Model below shows that all students should be held to the same expectations for instruction in Common Core State Standards (CCSS) and have available to them universal accessibility features. It also shows that some students may have certain characteristics and access needs that require the use of accommodations for instruction and participation in the Smarter Balanced assessments.

> **ACCOMMODATIONS AND ACCESSIBILITY GUIDELINES:**
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> The complete set of Usability, Accessibility, and Accommodations Guidelines, and the full list of universal tools, designated supports, and accommodations, are available at http://www.smarterbalanced.org/wordpress/wpcontent/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf.

Universal Tools
Universal tools are access features that are available to all students based on student preference and selection. Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations.

Designated Supports
Designated supports for the Smarter Balanced assessments are those features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). They are either provided as digitally delivered components of the test administration system or separate from it. Designated supports are available only to students for whom an adult or team
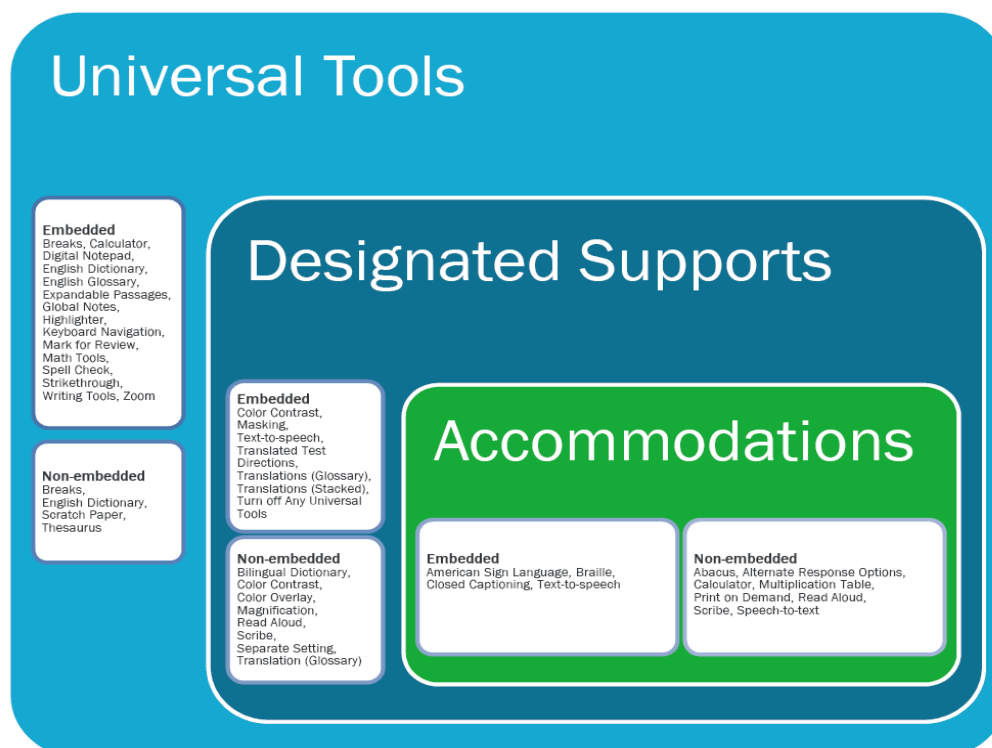
(consistent with state-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).

Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The Usability, Accessibility, and Accommodations Guidelines identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment. Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 accommodation plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools.

	All Students	English language learners (ELLs)	Students with disabilities	ELLs with disabilities
Universal Tools	✔	✔	✔	✔
Designated Supports	✔[1]	✔[1]	✔	✔
Accommodations			✔	✔

[1] Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.

Universal Tools

Embedded
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded
Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded
Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded
Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Accommodations

Embedded
American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded
Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

For the Smarter Balanced Field Test, specific Designated Supports and Accommodations must be enabled in TIDE by the appropriate staff member prior to testing. Designated Supports and Accommodations are set in the system by content area (English Language Arts/literacy and mathematics). For information on updating student settings, refer to the *TIDE User Guide* on the portal. http://sbac.portal.airast.org/.

CLOSED CAPTION ACCOMMODATIONS:

Closed Caption will not be available for the Field Test. However, for students who would have received this accommodation, the Closed Captioning option should still be selected in TIDE. For the Field Test only, selecting the Closed Captioning option will suppress the ELA Listening and allowing these students to participate in the rest of the ELA test.

TEST SECURITY

The security of the assessment and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment questions, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results. Failure to honor security severely jeopardizes the accuracy of student data and puts the operational test at risk.

To ensure consistent administration across all participating schools in every Smarter Balanced state, all Test Administrators should complete the Test Administration training modules located on the Smarter Balanced Assessment Portal available at http://sbac.portal.airast.org/field-test/resources/.

Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing including what a student can see, hear, or access (including access via technology).

Requirements of a secure test environment include but are not limited to the following:

- A quiet environment, void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.

- It is important to establish procedures to maintain a quiet testing environment through the testing session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, they must do so without disrupting others and know where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, they should be instructed on what activities they may do after they finish the test.

- No unauthorized electronic devices that allow students or teachers to access outside information, communicate among students, or photograph or copy test content. This includes but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.

- Information displayed on bulletin boards, chalkboards, or charts (e.g., wall charts that contain literary definitions, maps, mathematical formulas, etc.) and that might assist students in answering questions must be removed or covered.

- Visual barriers or adequate spacing between students' seating.

- Student access to and use of only those allowable resources identified by Smarter Balanced that are permitted for each specific assessment (or portion of an assessment).

- Ensuring that only students who are testing may observe assessment items.

- Administration of the Smarter Balanced Field Test is permitted only through the Student Interface via a secure browser.

Secure Handling Test Materials: Printing, Storage, and Disposal

Printing
Under extremely rare circumstances, a TA may be allowed to print individual test items or stimuli for a student who meets the criterion for this accommodation. The printing of items/stimuli is intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli should not be assigned based solely on a student's personal preference. The decision to allow this accommodation must be based on each individual student's need.

Printing Individual Test Items
Printing individual test items for students with this accommodation will require a request to the Smarter Balanced Help Desk to have the accommodation set for the student (please see the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information at (http://www.smarterbalanced.org/wordpress/wpcontent/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf).

Printing Passages or Stimulus
For those students needing a paper copy of passages or stimulus, permission for the students to request this accommodation must first be set in TIDE, by the school or district coordinator.

The decision to allow students to use print on demand must be made on an individual student basis and is available only for students on an IEP or 504 Plan. Once an approved student is set to receive the printing of test items/stimuli, that student may send a print request to the TA during testing by clicking on the print icon. Before the TA approves the student's request to print a test item, the TA must ensure that the test item is set to print on a printer that is monitored by staff who have trained using the Test Administrator training modules for the Field Test.

> **IMPORTANT:**
>
> It is a testing impropriety to apply this resource for a student without documentation of actual need. The use of this resource should be minimal.

Destruction of Printed Materials and Note Paper
Any note paper or printed assessment items and passages must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration who have signed a state specific security agreement. All test materials must remain secure, both prior to the testing event and following a testing event, until test materials, including printed materials, are securely shredded at the end of each testing day.

Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

The following test materials must be securely shredded:

- Scratch paper and all other paper handouts written on by students during testing, including copies of the classroom activity;

- Any reports or other documents that contain personally identifiable student information; and

- Printed test items or stimuli.

Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited before, during, and after test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment administration and items. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitute a testing security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level.

Appendix B contains details around improprieties, irregularities, and breaches and should be reviewed by all staff involved in any aspect of the test administration or set up, prior to test administration. The *TIDE User Guide* contains specific instructions on invalidating, resetting, re-opening, or restoring a test when an incident has occurred.

> **TEST SECURITY CHART:**
>
> A chart that shows the test security incident levels and examples of types of incidents at each level is available in Appendix A.

Anyone who has witnessed, been informed of, or suspects the possibility of a testing security incident should complete and submit the form in Appendix B of this manual.

Defining Test Security Incidents

Breach
A Breach is an event that poses a significant threat to the validity of the test. Examples may include such situations as a significant release of secure materials or a significant repeatable security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test question(s) from the available secure bank and could result in civil legal liability. A Breach must be reported immediately to the Wisconsin DPI Office of Student Assessment.

Impropriety
An Impropriety is an unusual circumstance that has a low impact on the individual or group of students who are testing and have a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances must be reported to the Wisconsin DPI Office of Student Assessment within 24 hours.

Irregularity

An Irregularity is an unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. The circumstances causing the irregularity must be reported to the Wisconsin DPI Office of Student Assessment.

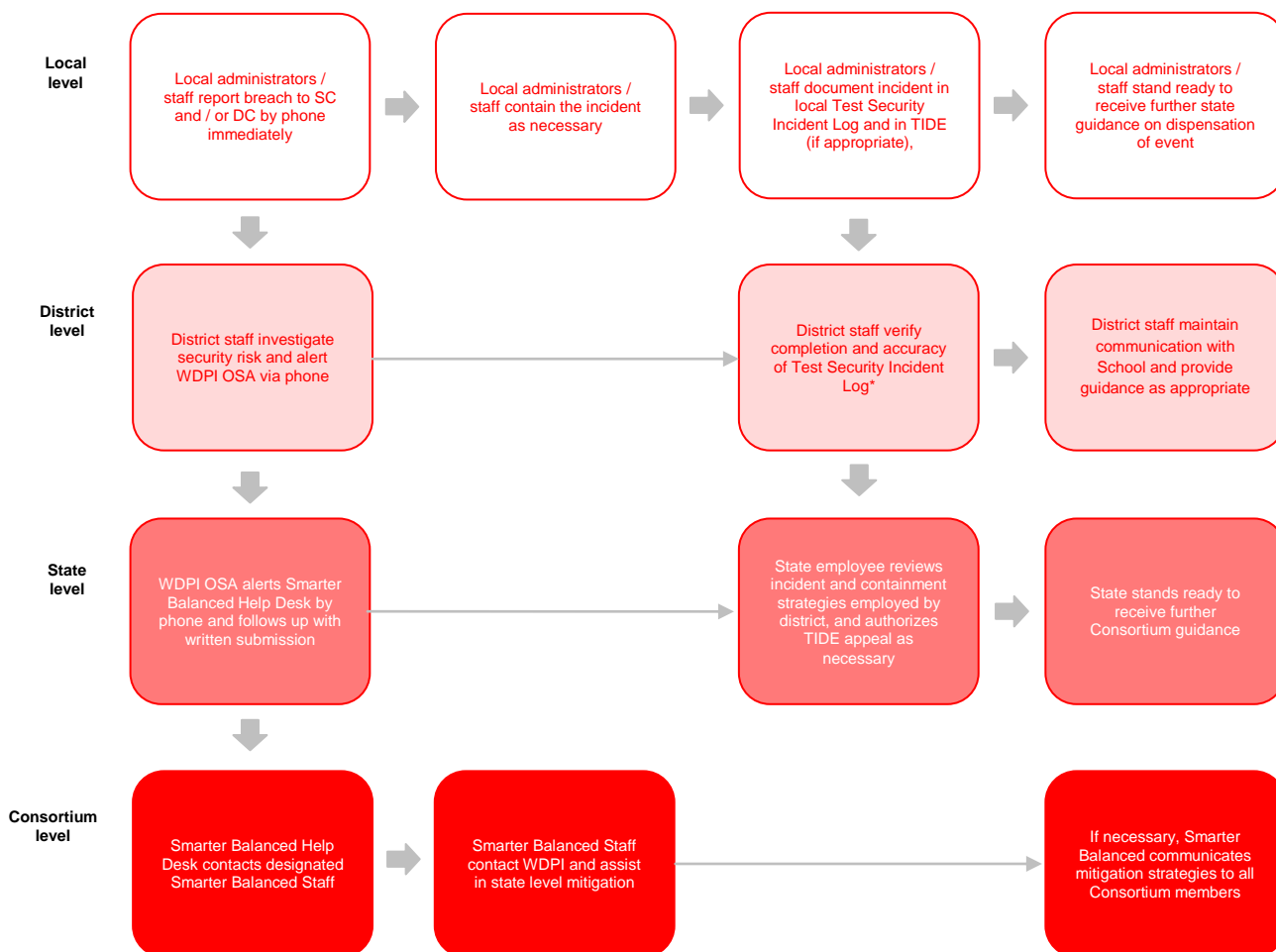## Item Security Rules Include but are Not Limited to the Following:

- Unless assigned as an accommodation, no copies of the test items, stimuli, reading passages, PT materials, or writing prompts may be made or otherwise retained. This includes using any digital, electronic, or manual device to record or retain an item.

- Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. All printed test items, stimuli, and reading passages must be securely shredded immediately following a testing session.

- Test items, stimuli, reading passages, or writing prompts must never be sent by email or fax, or replicated/displayed electronically.

- Secure test items, modified secure test items, stimuli, reading passages, or writing prompts must not be used for instruction or practice.

- No review, discussion, or analysis of test items, stimuli, reading passages, or writing prompts at any time including before, during, between, or after sections of the test is allowed by students, staff, or TAs. Student interaction with test content during a test is limited to what is dictated for the purpose of a performance task.

- No form or type of answer key may be developed for test items.

Monitor Testing to Ensure a Secure Environment:

It is important to be vigilant before, during, and after testing for any situations that could lead to or be an impropriety, irregularity, or breach.

- Actively supervise students throughout the test session to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during testing.

- Make sure students clear their desks of and put away all books, backpacks, purses, cell phones, electronic devices of any kind, as well as other materials not explicitly permitted for the test.

- Make sure the physical conditions in the testing room meet the criteria for a secure test environment. Students should be seated so there is enough space between them to minimize opportunities to look at each other's work or be provided with table-top partitions.

- Students who are not being tested and unauthorized staff must not be in the room where a test is being administered. Determine where to send these students during testing and prepare appropriate assignments for them as needed.

- Make sure no instructional materials directly related to the content of the tests are visible to students, including posters or wall charts.

Reporting Flow Charts, Timelines, and Activities

Local level

| Local administrators / staff report breach to SC and / or DC by phone immediately | → | Local administrators / staff contain the incident as necessary | → | Local administrators / staff document incident in local Test Security Incident Log and in TIDE (if appropriate), | → | Local administrators / staff stand ready to receive further state guidance on dispensation of event |

District level

| District staff investigate security risk and alert WDPI OSA via phone | → | District staff verify completion and accuracy of Test Security Incident Log* | → | District staff maintain communication with School and provide guidance as appropriate |

State level

| WDPI OSA alerts Smarter Balanced Help Desk by phone and follows up with written submission | → | State employee reviews incident and containment strategies employed by district, and authorizes TIDE appeal as necessary | → | State stands ready to receive further Consortium guidance |

Consortium level

| Smarter Balanced Help Desk contacts designated Smarter Balanced Staff | → | Smarter Balanced Staff contact WDPI and assist in state level mitigation | → | If necessary, Smarter Balanced communicates mitigation strategies to all Consortium members |

Reporting Timelines and Activities

A Test Security Breach requires immediate notification to the Wisconsin Department of Public Instruction (WDPI) using the Incident Report Form on the webpage available at http://oea.dpi.wi.gov/oea_smarter. This form may be emailed to the WDPI Office of Student Assessment (OSA) at osamail@dpi.wi.gov.

Irregularities must be reported within 24 hours to the WDPI OSA using the Incident Report Form on the webpage available at http://oea.dpi.wi.gov/oea_smarter. This form may be emailed to the WDPI Office of Student Assessment (OSA) at osamail@dpi.wi.gov.

If appropriate, irregularities must also be submitted via the Test Security Incident Log and the Online Appeals system in TIDE. The log should only be used in cases where an incident report results in a need to invalidate, reset, re-open, or restore individual student assessments.

Improprieties should be submitted within 24 hours of the incident by individual districts to the WDPI OSA using the Incident Report Form on the webpage available at http://oea.dpi.wi.gov/oea_smarter. This form may be emailed to the WDPI Office of Student Assessment (OSA) at osamail@dpi.wi.gov.

Incident Type	Smarter Balanced–Recommended Reporting Timeline
Breach	Report to WDPI immediately
Irregularity	Report to WDPI within 24 hours of incident
Impropriety	Report to WDPI within 24 hours of incident

Process to Report Test Security Incidents

Administrators, certified and non-certified school staff, parents, and students, must adhere to Appropriate Testing Practices. Violations of these procedures will be investigated, and appropriate sanctions may be taken by the local school/district level, the WDPI, and/or Smarter Balanced Assessment Consortium. Further, test security violations may result in liability for copyright infringement.

School and school district staff must immediately report all incidents of test administration improprieties, irregularities, and breaches of security, to the school and district test coordinators and the WDPI. The report of an incident may be submitted by telephone, fax, letter, email, or by submitting an Incident Report Form. (See Appendix B) Test security incidents may also be reported by students, their parents or other family members, and persons in the community.

When a testing incident is alleged to have occurred, the WDPI will contact the DC (if they are not the reporting individual). Depending on the severity of the allegation, the Wisconsin DPI may ask the school district to conduct a thorough fact-finding investigation of the alleged incident and report the results of its investigation within two weeks. The WDPI has put together guidelines to assist school districts documenting investigations of alleged incidents. (See Appendix C) After receipt of the fact-finding report, WDPI staff will consult with the school district on the details of the alleged testing irregularity. The school district may receive a follow-up letter from the WDPI requesting additional information or informing the school district of the consequences of the incident and/or that the investigation has been closed.

Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations.

Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violation(s), examples might include a written reprimand, suspension, or termination of contract. The WDPI may also take disciplinary actions against department-licensed individuals.

TEST SECURITY REPORTING:

Information regarding Security Incidents should be reported by calling your DC, WDPI, or via the incident report form in Appendix B.

Test security incidents involving student cheating can result in compromising the validity of the test. The tests for such students should be invalidated. The WDPI should be notified when students tests have been invalidated. Disciplinary measures for students are handled at the school or school district level.

The Online Administration System for Reporting Test Security Incidents

In some cases the DC may need to go to TIDE to complete the Online Administration Appeals System. Here you will submit requests to invalidate a test, reset a test, report a problem with an item, re-open a test or restore a test that has been reset. These requests go to the WDPI for resolution.

For specific steps on reporting incidents in the Online Administration System, please see the TIDE User Guide (http://sbac.portal.airast.org/wp-content/uploads/2014/01/Smarter_TIDE_UserGuide_Spring2014.pdf). The online reporting system is only appropriate for reporting an action related to a student incident that impacts a test. Types of security incidents in the online administration system-Appeals-are described below.

Appeal Type	Description
Invalidate a Test	Invalidating a student's test eliminates the test. The student does not receive a score. Invalidations are often requested due to test security incidents; e.g., a TA sees two students discussing answers to questions during a test session.
Reset a Test	Resetting a student's test removes that test from the system and enables the student to start a new test. Scores associated with this test are removed from the system. A test reset is often requested due to an accommodation not being set properly for test (e.g., a student realizes that the required Text-To-Speech accommodation was not set). Only the most recent test may be reset.
Re-open a Test	Re-open is for a test that has already been submitted or has expired. The system will prevent an unsubmitted test from being re-opened if the student has already started a reset test for that content area.
Restore a test that has been reset	Return a test from the Reset status to its prior status. This action can only be performed on tests that have been reset. A test can be restored if it was reset in error.

BEFORE TESTING

Update Student Information in TIDE

All students expected to participate in the Smarter Balanced Field Test must be in the TIDE system prior to testing. For information on updating student information/settings, refer to the TIDE User Guide on the portal. http://sbac.portal.airast.org/ Below is a table of user access to tasks in TIDE.

Group	Description	Test settings and Available Resources	User Roles			
			State	DC	SC	TA
User Management	Add, upload, view, and edit information for users in your state, district, or school who are below your role level.		✓	✓	✓	
Student Information	Add, view, and edit student information, including test settings. **Note:** *All users can VIEW student information.* *The table check mark (✓) indicates edit permission.* *The asterisk (*) indicates that the capability is an embedded resource.*	Upload Student File	✓	✓		
		Add/Delete Students	✓	✓		
		Edit Students	✓	✓		
		Color Contrast*	✓	✓	✓	
		Masking*	✓	✓	✓	
		Translations* (stacked, glossary)	✓	✓	✓	
		Permissive Mode	✓	✓	✓	
		Print Size*	✓	✓	✓	
		Non-embedded Designated Supports	✓	✓	✓	
		ASL*	✓	✓	✓	
		Braille*	✓	✓	✓	
		Closed Captioning**	✓	✓	✓	
		Print on Demand*	✓	✓	✓	
		Streamlined Interface*	✓	✓	✓	
		Text to Speech*	✓	✓	✓	
		Non-embedded Accommodations	✓	✓	✓	
Security	Security incidents in the online administration system	Create	✓	✓	✓	
		View	✓	✓		
		View pending appeals	✓			
		Upload	✓			
Voice Pack	Download the NeoSpeech™ Julie voice pack.	NA	✓	✓	✓	

Test Administrators (TA) may view student information but cannot upload, or edit student information. Within the TA Interface, a TA can change the default font size and turn off Universal Tools prior to the start of the Field Test. If a student's Designated Supports or Accommodations are not correct, that student must not begin testing until a DC, or SC has updated that information in TIDE.

Student Enrollment

Only students who are enrolled in a school and grade participating in the Smarter Balanced Field Test may take the assessment. The purpose of the Field Test is to collect as complete and valid information on the test items as possible. As many students as possible should participate if the available universal tools, designated supports and accommodations (described in the *Usability, Accessibility, and Accommodations Guidelines*) provide adequate supports to ensure valid assessment. All students, including students with disabilities, English language learners (ELLs), and ELLs with disabilities, are to be held to the same expectations for participation and performance on state assessments.

All students enrolled in grades 3-8 selected to participate in the Smarter Balanced assessment are required to participate except:

- Students with significant cognitive disabilities who meet the criteria for the alternate assessment (approximately 1% or fewer of the student population).

- ELLs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school as a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy.

Prior to testing each student must:

- Be correctly assigned to his or her school and grade in TIDE.

- Have any Designated Supports and Accommodations set in TIDE.

All student enrollment activities and corrections must be handled at least two weeks in advance of a testing session, as students cannot test if their information is incorrect.
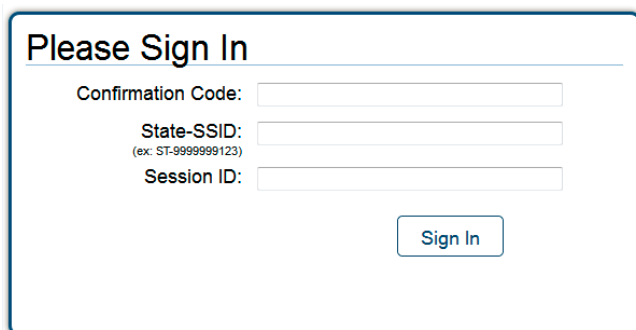
Student Login

Each student will log into the Smarter Balanced Field Test using a confirmation code*, his or her state abbreviation (e.g., Wisconsin=WI) followed by a hyphen and his or her Statewide Student Identifier (SSID)**, and a test session ID.

In order to comply with state and federal privacy laws, student names are not included. Please work with your district WSLS/ISES coordinator to confirm that the information of students you expect to test are loaded, and that their demographic information is accurate.

   * Confirmation Code: The WSLS Local ID

   ** SSID: The WSN

Students need to enter the WSN and the local ID onto the Smarter testing platform to login to take the field test. **Around 4000 students in 120 districts did not have local ID Information, therefore, DPI generated these local IDs.** Please double-check with the uploaded file prior to the testing event.

Please Sign In

Confirmation Code:

State-SSID:
(ex: ST-9999999123)

Session ID:

Sign In

Districts and schools will have the capability of viewing student confirmation codes by running a search in the "View/Edit" student tab within the Student Information tab in TIDE. This will allow a file export of all students in a school, or allow you to search specific students to determine their confirmation code.

More information on confirmation code can be found on the portal at http://sbac.portal.airast.org/wp-content/uploads/2014/01/Confirmation-Code-1.14.14.pdf.

Verify Student Information

DCs, SCs, and TAs can verify students' SSIDs in TIDE prior to starting test administration. However, it is important for anyone with access to this information to remember that student personal information, including SSIDs, is confidential. If materials containing the local ID and/or the SSID are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.

Prepare Students for Testing

In preparation for the field test and to expose students to the various items types, it is highly recommended that all students access the Practice Test, available at http://sbac.portal.airast.org/practice-test/, and/or the Training Test available at http://sbac.portal.airast.org/. The Training Test and the Practice Test offer students unique opportunities to experience a test in a manner similar to what they would see on the field test.

Smarter Balanced recommends that users take both the practice test to get a better understanding of the length and structure of the Field Test, and the training test to get a better understanding of the interface. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules (below). The following is a comparison of the Training Test and Practice Test.

Feature	Practice Test	Training Test
Purpose	Provide students the opportunity to experience a range of grade-specific item types (as well as performance tasks) similar in format and structure to the Smarter Balanced assessments.	Provide students with an opportunity to become familiar with the software and interface features that will be used in the Smarter Balanced assessments.
Grade Level	Individual assessments at each grade • Grades 3–8 and 11	Three assessments by grade band: • Grades 3–5 • Grades 6–8 • High School
Type of Items	Approximately 30 items in ELA and 30 items in mathematics per grade level One ELA and one mathematics performance task per grade level	Approximately 14–15 items per grade band (6 in ELA and 8–9 in mathematics) No performance tasks Includes new item types not currently present in the practice test (matching tables, table fill-in, evidence-based selected response)
Available Embedded Universal Tools, Designated Supports, and Accommodations	All universal tools Most designated supports, including: • Color contrast • Masking • Streamlining • Text-to-speech items • Translations (glossary): Spanish Most accommodations, including: • American Sign Language for all mathematics items and ELA listening stimuli and items • Braille	All universal tools All designated supports, including: • Color contrast • Masking • Streamlining • Text-to-speech items • Translated test directions: Spanish • Translations (glossary): Spanish, Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Ukrainian, Vietnamese • English glossary • Full translation: Spanish All accommodations, including: • American Sign Language for all mathematics items and ELA listening stimuli and items • Braille • Text-to-speech for reading passages in grades 6-8 and high school
Access	http://sbac.portal.airast.org/practice-test/	http://sbac.portal.airast.org/practice-test/

Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident. For all training test sessions, use the TA Training Site and the training tests.

Establish Appropriate Testing Conditions

The School Test Coordinators and Test Administrators will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable to administering tests to large groups in large facilities.

The test administration should be conducted in a room that does not crowd students. Student seating must be arranged so that they will not be tempted to look at the answers of others and to discourage students from aiding one another.

Classroom activities may be administered in a computer lab or classroom and may take place on a separate day from previous and subsequent parts of the test. Regardless of where the classroom activity is administered, the TA should be able to record information for students to see (such as on a chalkboard). Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a site. Computers, projectors and other technology are not required for the classroom activity.

The room should be prepared for test administration following the requirements for a secure test environment described in the *Test Security* section of this manual. As a reminder, information that is displayed on bulletin boards, chalkboards, or charts, and that might be used by students to help answer questions, must be removed or covered. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. Cell phones or other electronic devices are not allowed in the testing room. It may be helpful to place a "TESTING—DO NOT DISTURB" sign on the door. It may also be helpful to post signs in halls and entrances rerouting hallway traffic, if necessary, in order to promote optimum testing conditions.

Establish procedures to maintain a quiet testing environment throughout the testing session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may do after they finish the test.

Preparation for the Performance Task

The SC will need to take the following steps immediately before testing:

1. **Identify which performance task topic has been selected for your class to administer:** In order to administer the classroom activity teachers will need to know which Performance Task Topic their class has been assigned. This information can be

found on the field-test portal by clicking here, http://sbac.portal.airast.org/field-test/. Locate your state and then use the menus within the file to filter for your school. Beside the school, will be a listing of the performance task themes assigned to your grade/content area. Please make a note of the assigned performance task.

2. **Downloading the Classroom Activity:** Once you know your performance task topic, you will need to download and review the classroom activity materials associated with that topic at least one or two days prior to the planned delivery of your classroom activity and performance task. The activities will be available for downloading at a minimum of two weeks prior to your planned test administration.

   Materials are posted here, http://sbac.portal.airast.org/field-test/, and are in alphabetical order by topic. By clicking on your performance task topic, you will have the ability to print and/or save the materials needed for the classroom activity portion. Review the teacher directions for the classroom activity carefully to ensure that you know how to prepare for and carry out the classroom activity. These directions are embedded within the classroom activity.

3. **Administer the Classroom Activity:** Ensure that the teacher or other instructional staff has presented the classroom activity to the students prior to performance task administration. It is recommended that the classroom activity be administered no fewer than one day and no more than three days prior to the administration of the Performance Task. Due to the duration of the classroom activity and PT, it is not recommended that the PT and classroom activity occur on the same day.

4. **Administer Make-up classroom activity:** For students who are absent on the day of the classroom activity, it is recommended that a make-up session is scheduled.

5. **Administer the Performance Task:** The students must work independently on the performance task responses; instructions will be delivered to them in the Test Delivery System.

   The ELA performance tasks consist of Part 1 and Part 2. It is recommended that each part be administered on separate days corresponding with the segment. In Part 1 students will read sources and answer three research questions. During Part 2 (the full write), students will provide a written response using those sources. Only in Part 2 of the ELA performance task, may students have access to a hard-copy dictionary or online thesaurus.

   The mathematics performance task should be administered in one session. The students must work independently on the performance task responses; instructions will be delivered to them in the Test Delivery System.

> **NOTE:**
>
> Classroom activities include directions associated with that specific classroom activity.
>
> The classroom activity is not administered online and does not require login.

> **NOTE:**
>
> If you opt to offer a hard-copy dictionary to your students, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.
>
> ELA performance tasks may require headsets.

Classroom activities include directions (that include a script) associated with that specific classroom activity. *Note: Although downloading the classroom activity directions* does *need to take place prior to administration of the classroom activity, it does* not *necessarily need to take place prior to testing the computer-administered (non-PT) items.*

NOTE:

Mathematics performance tasks do not require headsets unless prescribed as an accommodation. The classroom activity portion will not require any special technology (such as speakers, headsets, overheads or projectors).

District Test Coordinator Before Testing Checklist

Activity	Target Completion Date	Resource
☐ Notify schools when training materials are available	5-6 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Notify schools when administration manuals are available.	5-6 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Review all Smarter Balanced policy and test administration documents posted to the portal.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Review scheduling and testing requirements with SCs.	3 Weeks prior to testing	
☐ Review school test administration schedules for adequate time and resource planning.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Review training modules and schedule training session for SCs.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Ensure that SCs and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Work with District Technology Coordinators to ensure timely computer setup. • Conduct network diagnostics • Download the Secure Browser (beginning late November or early (December) • Verify that schools meet the minimum technology requirements	2 Weeks prior to testing	http://sbac.portal.airast.org/ http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf

Activity	Target Completion Date	Resource
☐ Work with schools to review TIDE student enrollment information.	2 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Perform an equipment needs assessment based on individual student requirements. ☐ Work with the SC to identify students who will need specialized equipment for accommodations. ☐ Communicate with the SC/TA to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.	2 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Verify that SCs and TAs have reviewed student information in TIDE and are verifying student accessibility in TIDE and settings.	2 Weeks prior to testing	http://sbac.portal.airast.org/

School Test Coordinator Before Testing Checklist

Activity	Target Completion Date	Resource
☐ Review all Smarter Balanced policy and test administration documents	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Confirm the grades and content area that are participating in the Field Test for your school with DC.	3 Weeks prior to testing	
☐ Review with DC the school test administration schedules for adequate time and resource planning.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Review training modules and schedule training session for SCs.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Ensure that TAs and other staff are appropriately trained and aware of policies and procedures, especially related to security.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Ensure that TAs and other staff have done the practice and training test with their students.	2-3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Work with District Technology Coordinators to ensure timely computer setup. • Conduct network diagnostics • Download the Secure Browser (beginning late November or early (December) • Verify that schools meet the minimum technology requirements • Ensure that other technical issues are resolved before testing	2 Weeks prior to testing	http://sbac.portal.airast.org/ http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf
☐ Work with schools to review TIDE student enrollment information.	2 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Work with the TAs to identify students who will need specialized equipment for accommodations.	2 Weeks prior to testing	http://sbac.portal.airast.org/

Activity	Target Completion Date	Resource
☐ Communicate with the TAs to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.	1-2 Weeks prior to testing	Students are permitted and encouraged to use their own ear buds or headsets— but districts and schools should also plan on having some available.
☐ Work with TAs to review student information in TIDE to ensure student information is correct and test setting and accommodations are applied.	2 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Determine which students will use allowable test accommodations and establish a place to test those students.	2 Weeks prior to testing	
☐ Work with TA to plan a quiet activity for each testing session for students who finish early.	2 Weeks prior to testing	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
☐ Verify that TAs have scheduled make-up reviews of the Classroom Activity for students who were absent for the first review.	2 Weeks prior to testing	

Test Administrator Before Testing Checklist

Activity	Target Completion Date	Resource
☐ Confirm that you have received your TIDE login information. You should have received an automated email from the ETS Help Desk notifying you of how to login to TIDE. This user name and password will also be used for the Online Testing System.	3-4 Weeks prior to testing	http://sbac.portal.airast.org/ http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf
☐ Attend your school or district's training session if one is offered and review all Smarter Balanced policy and test administration documents posted to the portal, particularly the Test Administration Manual (TAM). Carefully read and sign the test security agreement if required by your state.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Review the training modules that are posted to the Smarter Balanced portal.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Show students the video "Tools."	2-3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	3 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Check with your SC to find out which test content area was assigned to the grade levels in your building: ☐ If your school is assigned ELA, then ensure that students will have ear buds or headsets for the listening portion.	2 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Work with SC to ensure that each student has an SSID number and confirmation code (which may be their name) that has been loaded into TIDE.	2 Weeks prior to testing	http://sbac.portal.airast.org/

Activity	Target Completion Date	Resource
☐ Confirm each student's accommodations in TIDE against their IEP or other relevant documentation as appropriate.	2 Weeks prior to testing	http://sbac.portal.airast.org/
☐ Ensure that the Secure Browser has been downloaded to any computer(s) on which students will be testing by checking for the Secure Browser icon on each testing computer. 6.3 SBACSecur...	1-2 Weeks prior to testing	
☐ Perform an equipment needs check based on individual student requirements. ☐ Work with the SC to identify students who will need specialized equipment for accommodations.	2 Weeks prior to testing	Students are permitted and encouraged to use their own ear buds or headsets— but districts and schools should also plan on having some available.

☐ Communicate to students the need for headsets in order to do the ELA listening portions of the assessment.
 	
  ☐ Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing
 	
  ☐ Also have extra headsets on hand for students who may forget to bring theirs.
 	
  ☐ Reminders should be sent several days before and the day prior to testing to ensure students remember to bring headsets.
	1-6 Weeks prior to testing	Have extra headsets on hand in case students forget.

Activity	Target Completion Date	Resource

☐ Verify the security of the testing environment by
 	
  ☐ Ensuring that students have access to only those allowable resources identified by Smarter Balanced.
 	
  ☐ Making sure that no instructional materials directly related to the content of the tests are visible to students.
 	
  ☐ Reviewing all security procedures and guidelines in the TAM.
	2 Weeks prior to testing	http://sbac.portal.airast.org/

☐ Make sure the physical conditions in the testing room are satisfactory. Students should be seated so that there is enough space between them to minimize opportunities to look at each other's screen.	2 Weeks prior to testing	

OVERVIEW OF ONLINE TESTING ENVIRONMENT

General Administration Rules of Online Testing

- Non-PT items and performance tasks will be present in the Field Test administration as two separate tests. Students may not return to a test once it has been completed and submitted.

- Within each test are segments. A student may not return to a segment once it has been completed and submitted.

- Students must answer all test items on a page before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.

- Students may mark items for review and use the Passed/Marked drop-down list to easily return to those items.

- Students should be sure to save often by clicking the SAVE icon when typing a written answer that takes longer than 20 minutes to complete.

- Students must answer all test items before the test can be submitted.

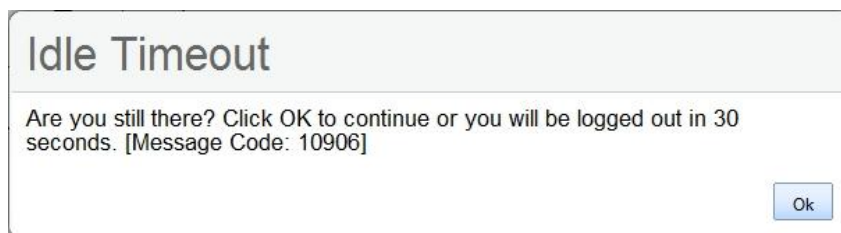## Online Test Administration Pause Rules

- When students have paused a test, they must log back in to resume testing. Upon resumption, students will automatically be directed to the first page that has an unanswered item.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

- During the computer-administered (non-PT) items, if a test is paused for 20 minutes or more, the student is

  - presented with the test page containing the test item(s) he or she was working on when the test was paused (if the page contains at least one unanswered item) OR with the next test page (if all items on the previous test page were answered);

  - NOT permitted to review or change any previously answered test items (with the exception of items on a page that contains at least one item that was not answered yet).

- During the performance task, there are no pause restrictions.

Test Timeout (due to inactivity)

As a security measure, students are automatically logged out after 20 minutes of test inactivity. This timeout also results in the test being paused automatically.

Activity is defined as selecting an answer or navigation option in the test. Clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out.

Idle Timeout

Are you still there? Click OK to continue or you will be logged out in 30 seconds. [Message Code: 10906]

Ok

Test Expiration

Computer-Administered (Non-PT) Items
A student's test remains active until the student completes and submits the test or 45 calendar days after the student has begun the test, whichever occurs sooner. Although the test will remain open for 45 calendar days, for best practices, Smarter Balanced recommends that students complete the computer-administered (non-PT) items portion of the test within five days of starting the designated content area.

Performance Task
The PT is a separate test that will have a ten calendar day expiration period. Smarter Balanced recommends that Performance Tasks be completed by the student within three days of starting. The associated classroom activity should occur no fewer than one day and no more than three days prior to the administration of the PT. Due to the duration of the classroom activity and PT, it is not recommended that the classroom activity and PT occur on the same day.

> **NOTE:**
>
> The 45-day limit does not extend past the official end of the field test, June 6. If a student starts the test a week before the field test end date, the student must finish before the administration window officially closes, if the student does not finish, the test will automatically end on June 6.

Technology Resources

The Technology Strategy Framework and System Requirements Specifications document is available for download from at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Tech_Framework_Device_Requirements_11-1-13.pdf. This document

provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

The Smarter Balanced portal provides a link to a diagnostic testing tool that technology coordinators can use to test their school's bandwidth available at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Bandwidth-Check-Instructions.pdf).

To use the diagnostic tool:

1. Select the test your school will administer.

2. Enter the total number of students who will take the test.

3. Click [**Run Network Diagnostics Tests**].

> **RECOMMENDATION:**
>
> You may want to run this test more than once and at different times of the day, as estimates change as the network conditions change and can vary from run to run.

The Technical Specifications Manual for Online Testing available on the portal at http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf provides technology coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech function.

The Secure Browser

The Smarter Balanced Field Test secure browser must be installed on all computers that will be used for testing at least two weeks prior to the field test.

Students must use the secure browser to log in to the Student Interface and access the Smarter Balanced Field Test. The secure browser is designed to ensure test security by prohibiting access to external applications or navigation away from the test.

The Technology Coordinator is responsible for ensuring that the secure browser has been correctly installed on all computers to be used for testing at your school. This browser is different from the browser used for the Pilot Test. All computers should have the old browser removed and the new one installed prior to testing.

For the Field Test, the correct version of the secure browser must be installed on each machine that will be used for testing. Incorrect versions of the secure browser will not work. Any secure browsers that were downloaded for the Small Scale Trials, or the Pilot Test, will not work for the Field Test.

For information about accessing and installing the secure browsers or accessing the Field Test, refer to the Technical Specifications Manual on the Smarter Balanced portal available at http://sbac.portal.airast.org/wpcontent/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf.

While the secure browser is an integral component of test security, Test Administrators (TAs) perform an equally important role in preserving test integrity and security. In addition to the

security guidelines presented in this manual and any additional security guidelines provided by individual states, districts, or schools, TAs should be aware of the following and employ the necessary precautions while administering online assessments.

Close External User Applications
Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer. The secure browser will not work if the computer detects that a forbidden application is running (see below).

No Testing on Computers with Dual Monitors
Students must not take online assessments on computers that are connected to more than one monitor. Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Forbidden Application Detection

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. When the secure browser is launched, the system checks all applications currently running on a computer. If a forbidden application is detected, the student will not be able to log in. A message will also be displayed that lists the forbidden application(s) that needs to be closed.

Before administering tests, TAs should take proper measures to ensure that forbidden applications are not running on student computers. TAs may contact their school's IT department for assistance in closing forbidden applications.

> **NOTE:**
>
> If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to reopen the secure browser and log in to continue working on the assessment. This would be considered a test security incident.

Secure Browser Error Messages

Secure Browser Not Detected
The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to the test other than through the secure browser; under no conditions may a student access a Field Test using a nonsecure browser.

Unable to Establish a Connection with the Test Delivery System
If a computer fails to establish a connection with the Test Delivery System, the message below will be displayed. This is most likely to occur if there is a network-related problem. The causes may include a network cable not being plugged in or a firewall not allowing access to the site.

Unable to establish a connection with the Test Delivery System (TDS).

CLICK HERE TO TRY AGAIN

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, you have the ability to "force quit" the secure browser. To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)

We strongly advise against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar, and if the secure browser is not closed correctly then the taskbar may not reappear correctly.

These commands should be used only if the [**Close Secure Browser**] button does not work.

Force-quit Commands
Windows: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Mac OS X: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Linux: [**Ctrl**] + [**Alt**] + [**Shift**] + [**Esc**]
Note for Windows and Mac Users:
If you are using a laptop or netbook, you may also need to press the [**FN**] key before pressing [**F10**].

TEST ADMINISTRATION

This section provides guidelines and specific directions for the test. Be sure to review the test directions in advance. In order to ensure that all students are tested under the same conditions, adhere strictly to the script. Instructions can be found in the boxes in bold on the following pages. When asked, you should answer questions raised by students, but you should never help the class or individual students with specific test items. No test items can be read to any student for any content or subject area, unless specified as an accommodation. Please remember that the script must be followed exactly and used each time a test is administered using a natural tone and manner. If you make a mistake in reading a direction, stop and say, "I made a mistake. Listen again." Then read the direction again. Try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

RECOMMENDATION:

Consider printing the script pages for use on the day of testing.

The following elements are used throughout the specific directions:

> **SAY** → The directions you are to read aloud to the students are preceded by and are printed in bold type.
>
> **DO** ★ Test Administrator/Proctor action item.

Login Script

Any time a student logs into the testing system, the Test Administrator should follow this script. This includes logging in to complete the computer-administered (non-PT) items, the classroom activity, or the performance task. If you are resuming a test and are sure that all students are able to log in without hearing the login directions again, you may skip the italicized portions of the directions.

> **SAY** → **Today, you will take a test in the area of (insert name of test being given at this time). You will be given a Test Session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission.**
>
> **Once you have logged in, you will have to wait for me to approve the test before you can start. I'll be checking that you have correctly entered your ID number and other information.**

DO Give students the test session ID. Write the test session ID for the test being giving on the board or another place where students can see it. Make sure students know that they must enter the test session ID exactly as it is written, without extra spaces or characters.

Student information, such as the Student Statewide Idenifier (SSID), and test confirmation code may be provided to students ahead of time on a card to help them type it in accurately. However, please remember that student ID numbers are confidential information and cards will need to be collected and securely shredded if used.

SAY **Enter your confirmation code, your two-letter state abbreviation followed by a hyphen and your SSID, and the test session ID that I provided.**

Raise your hand if you cannot see these numbers well enough to type them on your keyboard.

Please do not share your confirmation code or SSID as it is your own private information.

Once you have successfully logged in, you will see a screen with your confirmation code, SSID, school, and grade.

If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

DO Make sure all students have successfully entered their information.

If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Site. TAs may assist students with logging in if necessary.

If the problem cannot be resolved, please contact the Smarter Balanced Help Desk at 1-855-833-1969 or smarterbalancedhelpdesk@ets.org.

SAY **On the next screen, select the test you will be taking today and click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.**

DO Confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. Please make sure the correct students have logged in.

Once students begin appearing in the preview box, you can click [Approvals (#)] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click [Approve] for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [Approve All Students]. Reminder: If any student's test settings are incorrect, do NOT approve that student.

To refresh the list of students awaiting approval at any time, click the [Refresh] button at the top of the pop-up window.

REMINDER:

If any student's test settings are incorrect, do **NOT** approve that student.

TIP:

Each student will be logging in at different times. Monitor the sessions and get all students logged in who are currently ready before assisting any students who are having problems. A second staff person to assist those having trouble is beneficial.

SAY After I approve you to begin testing, you will see a screen asking you to check your test subject and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand and I'll be with you shortly.

SAY *Before your test appears you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.*

You must answer each question on the screen before going on to the next question. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a

later time, mark the item for review by clicking the box next to the flag in the upper right corner of the screen before going on to the next question.

Flagging the item will remind you to go back and decide whether you need to change the answer during this test session.

You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item. (The following statement only applies to computer administered (non-PT) test.) The PAUSE button is used to stop the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me prior to clicking PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

SAY → **When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.**

Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

Responsibilities During Testing

Monitoring

During testing, circulate through the room to ensure that all conditions of test security are maintained. If you witness or suspect the possibility of a testing security incident that could potentially affect the integrity of the tests or the data immediately contact your SC and DC.

You may also use the TA Site to view the testing progress of any student. This site will not show test questions or scores but will let you see how many questions have been delivered to each student (e.g., question 24 of 40).

While the TA Site is designed to automatically refresh every minute, you can manually refresh at any time by clicking the [Refresh Now] button at the top left of the page. Do NOT click the web browser's refresh button.

Students in your test session							
3 Students in Session Approved Requests					⬍ = Sort Column By	Requests = New Request Hide/Show Columns ▾	
⬍ **Student Name**	⬍ **State-SSID**	⬍ **Opp #**	⬍ **Test**	**Test Settings**	**Requests**	▲ **Student Status**	⬍ **Pause Test**
STUDENT A	AI-99999991843	1	G3 Math	Standard Settings	🔍	started: 1/14	‖ Pause
STUDENT C	AI-99999990553	1	G3 ELA	Standard Settings	🔍	started: 2/7	‖ Pause
STUDENT B	AI-99999991086	1	G3 Math	Custom Settings	🔍	paused: 0/14, 2 min	

If you notice that a student is off task, you may say the following statement to the student, verbatim, to keep him or her focused.

SAY **It is important that you get back to your test and answering the questions.**

Assistance

Administrators/Proctors should answer questions raised by students, but should never help the class or individual students with specific test items. If a student asks for assistance either in answering an item or manipulating an item type, gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that you cannot help answer an item.

SAY **I can't help with the test. Try to do your best.**

Ending the Session

When there are approximately five minutes left for the test session, give students a brief warning.

SAY **We are nearing the end of this testing period. Please review any completed or marked items now. If you have not finished, you will have the chance to finish the test at another time.**

After answering the last question in each section, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all questions available to the student (presented after any pause taken) or to end the test. Tests can no longer be paused after the last question has been presented.

After answering the last question and reviewing test questions, students must end their test. They do so by clicking [REVIEW MY ANSWERS] or [SUBMIT TEST]. If a student clicks [SUBMIT TEST], the student will not be able to review answers.

SAY **This testing session is now over. If you have finished, click SUBMIT TEST. If you have not finished, click PAUSE, and you will be able to finish at another time. I will now collect any scratch paper or other materials.**

DO Collect any scratch paper. Then click [Stop Session] to end the test session and pause any student tests in your session that are still in progress. When you are finished, you can log out of the TA Site by clicking the [Logout] button at the top right.

Classroom Activity Administration and Guidelines

The classroom activity gives students exposure to the context before doing the performance task. This ensures the information collected in the performance task will more accurately reflect student knowledge of the content area rather than the context (e.g., kayaking).

The classroom activity is truly a classroom-wide activity. For example, the classroom activity may consist of a group discussion about a particular stimulus, such as a chart or photo. Students may take notes during this time, but the notes must be collected before proceeding to Part 1 of the performance task and stored in a secure location until securely shredded.

Please read the following information carefully to prepare for administering the classroom activity:

- The classroom activity involves interactions between the teacher and students. (The performance task that follows will be completed by individual students in the computer-based test delivery system.)

- The classroom activity should be administered as close as possible to the performance task administration but can be on different days.

- Classroom activities are designed to fit into 30 minute windows.

- Classroom activities will be done in a classroom, or in any area deemed appropriate. Determine an appropriate space for completing the activity. Decide how to display information that students will need to see, where to record student responses, and any other logistic details.

- Classroom activities may require either hard copy printouts or projection of materials.

- The SC will download and deliver the assigned classroom activity at least one or two days before the planned delivery of your classroom activity and performance task.

- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. Provide these accommodations during the classroom activity.

- Any tables, graphics, formulas, or other information contained in the materials for the classroom activity may be displayed for students.

The PT and the computer administered (non-PT) items are two unique test events. Follow the *Login Script* to log the students into both the PT and the computer administered (non-PT) items.

> **REMINDER:**
>
> The classroom activity must be completed prior to the online administration of the performance task. During the online administration of the performance task, students work individually and may read sources, engage in answering research items delivered via the Student Interface, and then write an essay, article, or report.

> **RECOMMENDATION:**
>
> There should be no more than a three-days lapse between the classroom activity and the performance task administration that follows.

DURING TESTING

District Test Coordinator During Testing Checklist

Activity	Target Completion Date	Resource
☐ Investigate potential improprieties, irregularities, and breaches. ☐ Follow reporting procedures according to Test Security Section of Manual.	Ongoing during administration	http://sbac.portal.airast.org/
☐ Investigate all test security incidents reported.	Ongoing during administration	http://sbac.portal.airast.org/
☐ Report any test security incident to State agency.	Ongoing during administration	http://sbac.portal.airast.org/
☐ Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	Ongoing during administration	
☐ Be available for questions and problem solving.	Ongoing during administration	

School Test Coordinator During Testing Checklist

Activity	Target Completion Date	Resource
☐ All Field Tests will have computer-administered (non-PT) items plus a performance task (PT) with a classroom-based activity. ☐ Download and review the Class Activity for your grade(s). ☐ Work with your TA(s) to plan the administration of the classroom activity.	The week of testing	http://sbac.portal.airast.org/
☐ Ensure proper handling of all printed test materials and note paper. Collect all test materials on each day of testing to keep in a secure location until after testing, and then destroy according to security policy.	Ongoing during administration	
☐ Ensure adherence to all security policies.	Ongoing during administration	
☐ Document containment of any impropriety, irregularity, or breach, and report to the DC immediately after learning of the incident.	Ongoing during administration	
☐ Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	Ongoing during administration	
☐ Raise any technical issues with the School Technology Coordinator for resolution.	Ongoing during administration	
☐ Review, investigate, and report on all potential improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	Ongoing during administration	
☐ Verify that TAs have scheduled make-up reviews of the Classroom Activity for students who were absent for the first review.	Ongoing during administration	

Test Administrator During Testing Checklist

Activity	Target Completion Date	Resource

☐ All Field Tests will have computer-administered (non-PT) items plus a performance task (PT) with a classroom-based activity.
 	
  ☐ Download and review the Class Activity for your grade(s).
 	
  ☐ Work with your TA(s) to plan the administration of the classroom activity.
	The week of testing	http://sbac.portal.airast.org/

☐ Verify the security of the testing environment by
  ☐ Ensuring that students have access to only those allowable resources identified by Smarter Balanced.
  ☐ Making sure that no instructional materials directly related to the content of the tests are visible to students.
  ☐ Reviewing all security procedures and guidelines in the TAM.
	Morning of testing and Ongoing during administration	http://sbac.portal.airast.org/

☐ Make sure the physical conditions in the testing room are satisfactory. Students should be seated so that there is enough space between them to minimize opportunities to look at each other's screen.	Morning of testing and Ongoing during administration	http://sbac.portal.airast.org/
☐ Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors.	Prior to each administration throughout testing	
☐ Plan a quiet activity for each testing session for students who finish early. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.	Morning of testing	

Activity	Target Completion Date	Resource
☐ Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary accommodation supports.	Ongoing during administration	http://sbac.portal.airast.org/

☐ Adhere to all guidelines for creating a secure test environment
   ☐ Actively supervise students throughout the testing sessions.
   ☐ Students who are not being tested may not be in the room where a test is being administered.
	Ongoing during administration	

☐ Report any testing improprieties, irregularities, and breaches to the SC and DC in writing immediately following an impropriety, irregularity, or breach.	Ongoing during administration	http://sbac.portal.airast.org/

AFTER TESTING

Destroying Test Materials

Federal law (the Family Educational Rights and Privacy Act) prohibits the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in the Test Security section must be securely shredded immediately following each testing session and may not be retained from one testing session to the next.

Test Administrator After Testing Checklist

Activity	Target Completion Date	Resource
☐ Securely dispose of all printed testing materials, including student login information, print-on demand documents, and scratch paper in a secure manner.	After testing is completed	http://sbac.portal.airast.org/
☐ Follow-up and report any outstanding test security incidents.	After testing is completed	

APPENDIX A – TEST SECURITY CHART

This chart shows the test security incident levels and examples of the types of issues.

Level of Severity & Potential Effect of Test Security	Types of Issues
LOW **Impropriety** **Misconduct Anomaly** Unusual circumstances that have a low impact on the individual or group of students who are testing and have a low risk of potentially affecting student performance on the test, test security, or test validity.	Student(s) making distracting gestures or sounds during the test session that creates a disruption in the testing session for other students.
	Student(s) leave the test room without supervision.
	Student(s) talking during testing.
	Administrators or coordinators leaving unrelated instructional materials on the walls in the testing room.
MEDIUM **Irregularity** Unusual circumstances that impact an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity.	Student cheating or providing answers to each other, including passing notes, giving help to other student during testing or using graphing calculators to exchange information.
	Student(s) accessing the internet or any unauthorized software of applications during a testing event.
	Student(s) accessing or using electronic equipment (e.g., cell phones, PDAs, IPods, or electronic translators) during testing.
	Disruptions to a testing session – such as a fire drill, school-wide power outage, etc.
	Administrator or coordinators failing to ensure administration and supervision of the Smarter Balanced Field Test by qualified, trained personnel.
	Administrator gives incorrect instructions that are not corrected prior to testing.
	Administrator or teacher does not present class activity prior to Performance Task administration.
	Administrator allowing students to continue testing beyond the close of the selected testing window.

Level of Severity & Potential Effect of Test Security	Types of Issues
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with non-allowable materials or devices during test administration allowing inappropriate accommodations during test administration.
	Administrator allowing anyone other than a student to log into the Field Test unless prescribed as an allowable accommodation in the student's IEP. This includes test administrators or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator or Coordinator sending student log in information to others via email.
	Administrator providing a student access to another person's work/responses.
HIGH **Breach** An event that poses a significant threat to the validity of the test. Examples may include such situations as a significant release of secure materials or a significant repeatable security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test question(s) from the available secure bank. A Breach must be reported immediately.	Administrator or Coordinator modifying student responses or records at any time.
	Administrator allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during the Field Test or failing to otherwise securely store test materials.
	Administrator or student copying, discussing, or otherwise retaining test items, stimuli, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials are shared with the media (such as the writing prompts, test items, or reading passages) or media is allowed to observe a secure test administration.
	Administrator, Coordinator, or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

APPENDIX B – INCIDENT REPORT FORM

Smarter Balanced Assessment Consortium
Test Security Incident Report Form

This form is available electronically at http://oea.dpi.wi.gov/oea_smarter Please complete all requested information and return to the Wisconsin DPI at osamail@dpi.wi.gov

Severity Level:	☐ Impropriety	☐ Irregularity	☐ Breach

Date of Submission:

Date of Incident:

Name of Informer:

Title: **Phone:**

District Name: **District ID:**

School Name: **School ID:**

School Phone No.:

District Assessment Coordinator:

Subject(s) Affected: ☐ English/Language Arts   ☐ English/Language Arts - PT
☐ Mathematics   ☐ Mathematics - PT

Grades Affected: ☐3rd   ☐4th   ☐5th   ☐6th   ☐7th   ☐8th   ☐11th

State SSID:

Was the Incident Initiated due to Adult or Student Behavior?   ☐ Adult
☐ Student

(The following answers may be continued on page 2 if needed)

Description of the alleged test security incident:

How was the issue addressed locally?

(For Departmental use only)

State action taken:

Date of Case Closure:

APPENDIX C - GUIDELINES FOR DOCUMENTING A POSSIBLE TEST SECURITY INCIDENT

Smarter Balanced Assessment Consortium	**Guidelines to Assist Districts in Documenting Possible Test Security Incident**

When conducting an investigation, the district will be asked to answer the following questions.
- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- Did the alleged incident occur?
- What exactly occurred and how did it occur?
- How many were involved or will be effected (staff and students)?
- What is the district's plan to ensure this type of incident does not occur in the future?
- Summary of determination.

In order to assist districts in investigating and documenting the possible test security violation, the following guidelines have been established.

Describe what occurred in the building/classroom during the test administration in the written report.
- ☐ Have you determined that testing procedures were followed by all school staff?
- ☐ Have you interviewed all individuals who were involved in, or may have information about, the affected school/classroom(s)?
- ☐ If you found evidence indicating a violation, have you described exactly what happened and why?
- ☐ If you found evidence indicating a violation, did you prepare a timeline, if necessary, to establish when the event(s) occurred?

If evidence of indication of a test violation is discovered, appropriately document the testing irregularity.
- ☐ Have you ensured that the report and any provided statements clearly lay out the sequence of events and explain what happened?
- ☐ Have you received statements from all individuals who were involved in, or may have information about, the violation?

If evidence or indication of a testing irregularity is discovered, describe a plan to correct and mitigate any future occurrences of the testing violation.

☐ Does the plan include a description of the specific procedure(s) that will be implemented to help prevent future occurrences of this type of violation?

☐ Does the plan include the name and role (title) of the person(s) responsible to implement the plan?

☐ Have you submitted all statements in letter form on paper or letterhead? Are they typed, signed, and dated?

☐ Have you submitted a final, written determination about what happened and who is responsible?

APPENDIX D - TEST ADMINISTRATOR (PROCTOR) GUIDELINES

Smarter Balanced Assessment Consortium	**Test Administrator/Proctor Guidelines**

A qualified test administrator/proctor is an employed district staff member (including administrators, teachers, and paraprofessionals) who has been trained in test administration, test security, and appropriate use of test accommodations. All test administrators/proctors should attend test administration training prior to testing.

Responsibilities of a test administrator/proctor should include, but not limited to the following:

- Attend test administration training session.

- Attend test security training prior to test administration.

- Sign a confidentiality form and return to School Assessment Coordinator.

- Ensure security of the Smarter test before, during, and after testing.

- Read and follow the directions as stated in the Test Administrator's Manual.

- Remain in the room throughout the entire test administration and periodically walk around the room to:
  - Ensure that students are not using any prohibited electronic devices
  - Monitor student progress
  - Make sure that the students are paying attention to the task

- The Proctor should ensure that the test sessions are administered correctly
  - Provide clear directions
  - Make sure students are progressing

- Report all testing security incidents to the School Assessment Coordinator such as
  - Student cheating
  - Use of unallowable accommodations that are not available in the assessment accommodation matrix (i.e., reading the reading test)

APPENDIX E - GLOSSARY

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf
Break	The number of items per session can be based on the student's need. There is no limit on the number of breaks or the length of a break that a student might be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT current segment only.
Classroom Activity	A classroom activity is required before the performance task portion of the Field Test for both mathematics and ELA. The classroom activity is a short teacher-led (Test administrator or other authorized staff) activity designed to provide students with information and key terms that would be helpful for him or her to know prior to taking the performance task. There should not be a lag of more than three days between the classroom activity and the performance task.
Computer Adaptive Test (CAT)	Based on student responses, the computer program adjusts the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and can quickly identify which skills students have mastered. **The Field Test will not be adaptive because the items need to first be calibrated**. However, the Field Test will provide the data necessary to allow the operational Smarter Balanced Assessment to be computer adaptive.
Confirmation Code	Each student will log into the Smarter Balanced Field Test using a confirmation code*. In order to comply with state and federal privacy laws, student names are not included. Please work with your district WSLS/ISES coordinator to confirm that the students you expect to test are loaded, and that their demographic information is accurate. Students need to enter the local ID as the confirmation code onto the Smarter testing platform to login to take the field test. **Around 4000**

Term	Definition
	students in 120 districts did not have local ID information, therefore, DPI generated these local IDs. Please double-check with the uploaded file prior to the testing event* Confirmation Code: The WSLS Local ID
Consortium	The Smarter Balanced Assessment Consortium.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf
District Test Coordinator (DC)	District Assessment Coordinators (DC) responsible for the overall administration of the Field Test in a district. DCs should ensure that the School Test Coordinators (SCs) and Test Administrators (TAs) in their districts are appropriately trained and aware of policies and procedures. In the event there is no DC, another designated individual will be assigned these responsibilities by the state. (Wisconsin DCs are also known as DACs.)
Force Majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcano activity) that directly prevents a school from making reasonable attempts to adhere to the Field Test schedule.
Full-write	A component of the ELA performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multiparagraph piece of writing for which the student engages the full writing process.
Invalidation	The act of omitting test results and student responses from the testing and accountability systems for a given testing opportunity for which the student may not retest. Invalidation is often the outcome for tests impacted by a test security incident.
Local ID	These are local IDs in school districts. A small number of students did not have local IDs in ISES. DPI generated local IDs for these students. Districts should make sure to provide students with the WSN and local ID in the TIDE system to logon to the Smarter Field Test.
Non–Performance Task (Non-PT) Items	The Field Test is comprised of two components: a classroom activity/ performance task (see definition) and non–performance task (non-PT) items, such as Multiple Choice, Matching Tables, and Drag and Drop. For a full list of item types, please see *Appendix C*. The items in the non-PT will become the CAT portion of the operational assessment.

Term	Definition
Pause	A student or Test Administrator may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. Pauses of more than 20 minutes in the non-PT component of the test will prevent the student from returning to items already attempted. For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT current segment only. More information on test pausing is available in section *6.4 General Rules of Online Testing*.
Performance Task (PT)	The Field Test is comprised of two components: a performance task, which is comprised of a classroom activity with an individually administered, computer-generated task, and non-PT items (see definition). A PT is a required portion of the Field Test that requires students to answer a set of complex questions that are centered on a common theme or problem. Prior to the PT, teachers or instructional staff conduct a classroom activity for all students in the class to ensure that the context of the task does not interfere with a student's ability to address the content of the task.
Reset	Resetting a test allows the student to restart the test. For example, this may occur if a student's test event was administered inconsistently with the student's IEP (this is extremely rare). In most cases, the TA can stop the test, enable the approved accommodation(s), and then proceed with the test session without a reset. Permission for a reset is initiated through the Appeals process in TIDE. See section *3.0 Test Security* for more information on the Appeals process.
School Test Coordinator (SC)	School personnel responsible for monitoring the Field Test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a students beginning the test. The browser is specifically designed for use with the Smarter Balanced Assessment to provide secure access to the Field Test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessment.
Segment	Tests are broken up into segments within the Test Delivery System. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments, one segment which allows calculator use and another segment which does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.

Term	Definition
Session	A timeframe in which students actively test. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced tests are not timed and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.
	Though a session is most often set up by an administrator in the TA Interface, the performance task includes a classroom activity, which does not require students to be currently logged in to the Test Delivery System, but may still be administered as an independent session.
	Smarter Balanced recommends the non-PT portion of the ELA and mathematics test be administered in at least two sessions.
	Note: A test session does not need to end when a segment ends.
	Smarter Balanced recommends the ELA PT portion of the test be administered in two sessions corresponding with the segments (Part 1 and Part 2) of the PT. The mathematics PT portion should be administered in one session. Additional information on session recommendations is in section *6.5 Testing Time and Recommended Order of Administration.*
Statewide Student Identifier (SSID)	A statewide, unique student identifier, as assigned for use in TIDE, assigned to each student by his or her state education agency for the purpose of the Smarter Balanced Assessment (**in some cases this *may* be the same identifier used on the state assessments**).
	*Note: States are encouraged to use an ID that is unique to the assessment and unrelated to the educational record **but it is not required**. Additional information about the SSID is in section 6.1 Student Enrollment and Login Process.*
Test Administrator (TA)	District or school personnel responsible for administering the Smarter Balanced Field Test in a secure manner in compliance with the policies and procedures outlined in the *Online Field Test Administration Manual*.
Test Information Distribution Engine (TIDE)	The overall registration system used by the Smarter Balanced Assessment. This is the system through which users interact with and inform the system. This registration system provides administrators with the tools to add and manage users and students participating in the Smarter Balanced Field Test. TIDE uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.
	See the Smarter Balanced *Tide User Guide* for complete information.
	http://sbac.portal.airast.org/wp-content/uploads/2014/01/Smarter_TIDE_UserGuide_Spring2014.pdf

Term	Definition
Testing Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a repeatable security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level. For specific details on how to proceed when an incident has occurred, please refer to *Appendix B* of this manual.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to *Appendix B* of this manual.
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but submitted in the online system for resolution of the Appeal for testing impact. For specific details on how to proceed when an incident has occurred, please refer to *Appendix B* of this manual.
Universal Tools	Available to all students based on student preference and selection. See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

APPENDIX F – ITEM TYPES

The Smarter Balanced Field Test includes the item types shown below (though all tests may not contain all item types) and scoring methods:

Content Area	Available Response Types	Available Scoring Types	Description Notes
Math	Multiple Choice, single correct response	automatic with key	four-option multiple choice
	Multiple Choice, multiple correct responses	automatic with key(s)	multiple-option multiple choice
	Matching Tables (variation True/False or Yes/No)	automatic with machine rubric	table format, click entry
	Hot Text	automatic with machine rubric	select and order text
	Drag and Drop	automatic with machine rubric	drag and drop single or multiple elements
	Hot Spot	automatic with machine rubric	select text
	Graphing	automatic, graphic response scoring	plot points and or draw lines
	Equation/Numeric	automatic, equation scoring	enter equation or numeric response
	Short Text	hand-scored	keyboard alphanumeric entry
	Table Fill-In	automatic with machine rubric	keyboard numeric table fill in
ELA	Multiple Choice, single correct response	automatic with key	four-option multiple choice
	Two-part Multiple Choice, with evidence responses	automatic with keys	two part, multiple-option multiple choice
	Multiple Choice, multiple correct responses	automatic with key(s)	multiple-option multiple choice
	Matching Tables (variation True/False or Yes/No)	automatic with machine rubric	table format, click entry
	Hot Text	automatic with machine rubric	select and/or move text
	Short Text	hand-scored	keyboard alphanumeric entry
	Essay	hand-scored	keyboard alphanumeric entry